

MULTIMEDIA



UNIVERSITY

STUDENT ID NO

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# MULTIMEDIA UNIVERSITY

## FINAL EXAMINATION

TRIMESTER 2, 2019/2020

**LEW0035 – EFFECTIVE WRITING**  
(All Sections)

2 MARCH 2020  
9.00 a.m. – 11.00 a.m.  
(2 Hours)

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### INSTRUCTIONS TO STUDENT

1. This question paper consists of **SEVEN** printed pages with **2** sections.
2. Answer **ALL** questions.
3. Write **ALL** your answers in the Answer Booklet.

**SECTION A: SUMMARY WRITING [30 MARKS]****Question I: Summary (15 marks)**

**Instructions:** Read the following article and summarise in not more than 120 words the causes of food crisis in Malaysia.

**Time to Act on Food Security**

- 1 Globally, 800 million out of 7.6 billion people suffer from hunger. 1  
Although the number has decreased in recent decades, roughly one in 10 people goes to bed hungry every day, and many of them are from developing countries. In a tragic irony, an estimated of 30 to 40 per cent of food in developed countries is lost to waste. Malaysia, a prosperous developing 5  
country itself, is not spared of this notoriety.
- 2 Food security is a concern in Malaysia as it is everywhere. Indeed, it ranks among the world's greatest challenges. It is ranked second among the 17 Sustainable Development Goals in the United Nations 2030 Development Agenda which proclaims, "End hunger, achieve food security 10  
and improve nutrition, and promote sustainable agriculture". Under the Transformasi Nasional 2050 agenda championed by Prime Minister Datuk Seri Najib Razak, economic planners and policymakers have deliberated in great depth a wide range of issues and concerns about our food security status. 15
- 3 There are many reasons food security has become a problem in Malaysia. The main one is that food crops are a lot harder to plant and maintain compared with oil palm. The lifespan of an oil palm tree is 25 years while that of most food crops is a few months to a few years. In addition, growing food requires farmers to use a lot of fertilisers and pesticides. As most of 20  
these products are imported, they are getting increasingly expensive due to the weak ringgit. For example, at 4.1240 to the US Dollars in October, the ringgit is 23% weaker compared to five years ago. This has prevented many farmers to opt out from growing food and turn to another industry due to the low profit, but high turnover. 25
- 4 Before the 1970s, agriculture was the basis of Malaysia's economic growth. While it remains an important sector, it is struggling to meet the country's consumption demands. "In 2003, our population was only 23 million. Now, it is 31 million. The government is doing its best to maintain the percentage of production, but it is harder — 70% back then is not the 30  
same as 70% today", says Dr Abdul Shukor Juraimi, dean of Universiti Putra Malaysia's (UPM) faculty of agriculture.
- 5 Since the 1980's the Malaysian economy has grown at an unprecedented rate that is unmatched to this day. The shift from primary industries to export-oriented industries has helped to secure the footing in the global 35  
manufacturing market. However, as people flocked to manufacturing and assembly, the agriculture sector was neglected. As this neglect continued,

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the food imports went up and according to Khazanah Research Institute (KRI) the food import bill has hit almost RM60 billion. Malaysia's import of vegetables rose from 79,000 tonnes in 1961 to 1.1 million tonnes in 2013. In the same period, import of fruits increased twentyfold to 863,000 tonnes. 40

- 6 Another serious matter concerning food security issues is the role of middlemen. In its report "Market Review on Food Sector in Malaysia under the competition Act 2010", the Malaysia Competition Commission (MyCC) highlights that the bargaining power of farmers is generally low due to their dependence on middlemen, and limited price transparency. Their dependency is due to the financial support provided by the middlemen in assisting them to purchase the inputs required for production and to overcome any uncertainties during the production period. According to former finance minister Tun Daim Zainuddin, the problem persists because many local farmers are not well off. "Although we know they deserve, say, RM8 for a product, if the middlemen offer them RM5 and they need the cash, they cannot afford to wait for a better buyer. In a capitalist system, you need capital to succeed – you need money to make money". 45 50

- 7 The scarcity of agricultural land is often cited as one the main reasons food security is an issue in Malaysia. Agricultural land is available, but the process to gain access to it making farmers to not pursue it any further. 86% of agricultural land has been reported for production of industrial commodities while only 14% is set aside for agrofood commodities. Furthermore, a very small proportion of the land is arable, that is, land that has been tilled and is ready for the planting of seasonal crops. Such situation will turn farmers to resort to other agricultural sector such as palm oil, cocoa and rubber, which besides being of export value, are also important to local manufacturing sector. 55 60

- 8 It is time to review our approach to sustainable agriculture using science and modern technologies in addition to taking into account the role of traditional knowledge. We also need to learn and apply valuable lessons from many case studies worldwide of successful efforts to stem and reverse land degradation and biodiversity loss. 65

Adapted from: Surendran, S (2019), Time to Act on Food Security.  
[www.theedgemarkets.com](http://www.theedgemarkets.com). Retrieved on October 2019

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**Question II: Summary (15 marks)**

**Instructions:** Read the following article and summarise in 120 words the benefits of Augmented Reality to enhance learning experience.

**Fascinating Benefits of Augmented Reality in Education**

- 1      In the Arts Center of Christchurch New Zealand there is an empty dusty basement room. This room is not much different from other basement rooms, however visitors are treated to a very unique experience. Upon entering, they hear a voice telling them to come closer into the darkness. When they do, a life-sized virtual image of an old man appears floating in front of them. The man turns, looks at them and tells what it was like working in this dark space over a hundred year ago. He is Ernest Rutherford, New Zealand's Nobel-prize winning physicist, and the room is where he performed his first research as an undergraduate at the University of Canterbury. Through the use of advanced technology an empty space is turned into a very rich educational experience. 10
- 2      The ability to overlay computer graphics onto the real world is commonly called Augmented Reality (AR). Unlike immersive Virtual Reality, AR interfaces allow users to see the real world at the same time as virtual imagery attached to real locations and objects. In an AR interface, the user views the world through a handheld or head mounted display (HMD) that is either see-through or overlays graphics on video of the surrounding environment. AR interfaces enhance the real world experience, unlike other computer interfaces that draw users away from the real world and onto the screen. 20
- 3      The most obvious advantage of AR in education is the fact that it completely changes how students interact with the world around them, and therefore, how they learn various concepts. By animating learning content in the classroom, educators can catch the attention of their students as well as motivate them to learn in these dynamic times. As it stands, educational organizations can utilize AR inside the classroom in two major ways. First, instructors can purchase or develop printed learning materials such as flash cards and textbooks containing AR markers. Students can then use their smart devices to scan the marked content and trigger the digital overlay. This 'augmented reality' can even be accompanied by auditory content played via headsets or directly from the speakers. 25 30
- 4      Secondly and more practically, students can use applications that allow them to create custom markers. Such apps are able to combine immersive AR learning experiences with any object in the classroom. This may be a page on a book, posters on the walls, 3D models or even a student's desktop. Getting all the students in a classroom to pay attention is a challenge that teachers face every day. Some students are naturally reluctant to learn while others find it hard to engage with the learning content. AR-based learning is an appealing way to keep students highly motivated to learn 35

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through the use of 3D animations and other AR interactions. The unpredictable and simultaneous world of AR is a more enriched experience compared to books and traditional learning materials. AR keeps students in suspense, unlike a textbook that they can simply flip through the pages and see what's next, thereby getting bored.

- 5 In a normal classroom setting, there is not enough time and resources for every student and teacher to have an individualized learning experience that is tailored to their needs. AR apps give teachers the tools to know what each of their student needs. This enables students to have individualized learning from anywhere and have remote access to information whenever they need it. It has also improved self-learning abilities in students since they can easily refer and look up information from their AR devices whenever they are away from their teachers. Additionally, in most cases, theoretical knowledge is barely enough to transfer proper skills in professional fields. AR can be used to instruct learners on certain real-world skills that could not be acquired in a conventional classroom. For instance, some learners can be secluded in a safe environment and learn how to perform certain tasks, operate machinery or develop some skills all without ever leaving the classroom.
- 6 As seen above, it improves skills, spatial abilities, language and many more disciplines. AR could easily be the future of all learning environments where knowledge is easily accessible and applicable. This technology has made it possible to explore and perceive objects and subjects in a way that the traditional education systems could not and this is why we think it is the future of education. Who would have thought a technology meant to revolutionize gaming would do the same for education?

*Adapted from: Balakrishnan, H ( June 27,2019), Fascinating benefits of Augmented Reality in Education. Retrieved from: <https://smartglassesshub.com/benefits-of-augmented-reality-in-education/> on 24 Nov 2019*

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**SECTION B: CRITIQUE WRITING [20 MARKS]****Question I: Linear Text (10 marks)**

**Instructions:** Read the text and answer the following question.

**Caning – Can or Not?**

- 1 Back then, parents and teachers caned their children as a form of discipline or “tough love”. We had a *rotan* at home and at schools to remind us that it will be used as an instrument to mete out the punishment if we misbehaved. These days, with a myriad of laws (Penal Code, Sexual Offences Against Children Act 2017 and Child Act 2001) to protect the rights of a child, the use of the cane even for parenting seems complicated. Caning or corporal punishment in schools may be culturally and morally accepted in Malaysia at the moment. However, it is soon to be a thing of the past through social advancement. 1 5
- 2 I refer to the recent incident of a school teacher caning a female student for allegedly using a slur for effeminate on him. Netizens were enraged over the rude behaviour of the student. Many expressed their discontent over the matter by pledging their support for caning to be implemented in schools for disciplinary purposes. As it all may look justified for rude behaviour to be punished, from another perspective, however, it raises the question of the right of the teacher to respond aggressively against verbal abuse made against him. Was it fair for him to inflict pain on a child with the intention to discipline her? The perpetrator may have to face charges for physical assault. 10 15
- 3 Corporal punishment in schools has been outlawed in 128 countries including all of Europe, most of South America as well as in Canada, Japan, Singapore, New Zealand and South Africa. Why was it banned if it was the best measure to efficiently discipline a child? Despite the push from Unicef and Suhakam to abolish caning in schools followed by the death of 11-year-old *tahfiz* student Mohamad Thaqif Amin Mohd Gaddafi in Johor back in 2017, the Education Ministry still retains it due to the shortage of trained counsellors (ratio of students to counsellors is 500:1). This enabled teachers to resort to corporal punishment to address the misbehaviour of students. Though the educators were subjected to strict guidelines laid down by the ministry on corporal punishment, the decision is preposterous as the rights of students remain at stake due to the ministry’s lack of alternate solutions and manpower. 20 25 30
- 4 Teachers and education policymakers often rely on personal anecdotes to argue that corporal punishment improves students’ behaviour and achievements. However, there is a lack of empirical evidence showing that corporal punishment leads to a better learning atmosphere or respect for teachers. According to the Code of Children and Adolescents by Unicef, the child and adolescent have the right to good treatment comprising a non-violent upbringing and education and all forms of physical, violent and 35

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humiliating punishment are prohibited. Therefore, caning is considered 40  
inhumane and it is a form of psychological bullying to instil fear.

5 Teachers must respect the students' rights and needs in order to instill  
good values in them. Patience is a virtue and educators need to comprehend  
that it is vital in their noble profession. It is imperative that educators should  
not depict aggressive actions unless their safety is jeopardised. In this 45  
context, the teacher has failed to handle his emotional stress and resorted to  
releasing his rage through caning. As the saying goes, "If you cannot take  
the heat, get out from the kitchen".

6 Educators must also comprehend that suffering from verbal abuse at the  
workplace is not abnormal, therefore, they should be well-trained to 50  
manage emotional stress caused by the unpleasant behaviour of the  
students. Caning without prior advice, parental consultation or warning  
creates a stressful learning environment, injuries to students, increases  
antisocial behaviours all eventually leading to poorer academic  
achievements. The implementation of corporal punishment in schools is 55  
definitely not the way forward in encouraging students to achieve the  
transformation targets stated in the Malaysia Education Blueprint 2013-  
2025. Even if it is merely to scare a child, caning is considered inhumane.  
It is a form of psychological bullying. Schools must lose the cane  
altogether, and instead, find other means of disciplining problematic 60  
students. If lack of counselling teachers to administrate regular sessions  
with students (is the reason corporal punishment has not been banned), then  
recruit more trained counsellors at all schools. The bottom line is, it is not  
acceptable for an adult to use a cane.

Adapted from: Balakrishnan, H ( June 27,2019), *Caning –Can Or Not?*. Retrieved from:  
<https://www.malaysiakini.com/letters/481468> on 22 Nov 2019

### Question:

1. Write a critique within 200 – 250 words. You should evaluate the text on the following:

- |                 |           |
|-----------------|-----------|
| a. Organization | (2marks)  |
| b. Tone         | (2 marks) |
| c. Language     | (2 marks) |
| d. Purpose      | (2 marks) |
| e. Credibility  | (2 marks) |

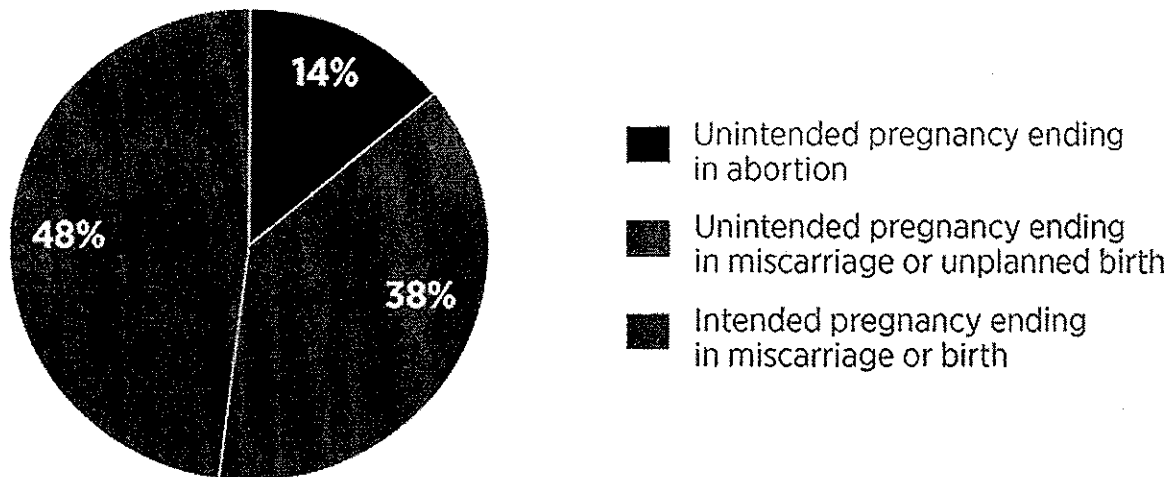
Support your answers with detailed elaboration and provide evidence from the text where necessary.

(10 marks)

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**Question II: Non Linear Text (10 marks)**

**Instructions:** Analyse the chart below and answer the following questions.

**More than one in 10 pregnancies end in abortion.**

<https://www.guttmacher.org/fact-sheet/abortion-and-postabortion-care-uganda>

1. Critique the diagram in terms of
  - a. Content (2 marks)
  - b. Layout (2 marks)
  - c. Clarity (2 marks)(6 marks)
  
2. In your opinion, what kind of information is this chart trying to convey? Discuss if the visual has served its purpose and justify your answer. (2 marks)
  
3. What better method would you choose in order to better present the same information. Explain. (2 marks)

**End of Paper**





